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series name and under subject. Maps are mounted on dark green binding linen, arranged according to title, and cataloged under subject. Postal cards are arranged according to broad subject and cataloged under smaller subjects. She described the method used in her library in the care and preservation of pictures and pamphlets. Pictures are classified under definite subject and cataloged under subject with many cross references. The *Mentor* and *National Geographic* magazines are left intact and cataloged as pictures, giving the exact page on which the picture may be found. Pamphlets are arranged according to author and cataloged under subject, title and author. Back numbers of magazines are not bound, but are kept in single numbers and preserved by covering them with heavy brown paper. Library instruction at the Lake View High School has grown from six lessons to a full semester course for freshmen A pupils and one lecture to beginning freshmen.

Miss Ely's talk was also entirely practical and was interspersed with questions and answers, so that the informal tone was maintained throughout.

Miss Sylvia Oakley, Deposit Department of the Chicago Public Library, answered Mr. Kerr at some length, stating that she had found that books loaned to the teachers for class room use proved most useful. She added that the selection was supervised by the librarian.

Miss Mulheron, Supervisor of School Libraries, Portland, Ore., spoke about the enthusiasm and spirit shown in the Portland High Schools, where much of the routine work is managed at the Main Library.

Miss Wood moved that Miss Martha C. Pritchard, the elected chairman for the present year, be reelected for the coming year, because of her efficient service this year and her inability to attend the conference. The motion was unanimously carried, and the meeting was adjourned.

PROFESSIONAL TRAINING SECTION

The Professional Training Section of the American Library Association held its yearly meeting as appointed on Thursday, June 3, at 1:30 p. m. The meeting was called to order by Mr. W. E. Henry, acting-chairman as neither Miss Simpson, the chairman, nor Miss Donnelly, the vice-chairman, was in attendance at the conference.

After preliminary business was dispatched, those present listened to a paper entitled

WHAT OF THE SUMMER LIBRARY SCHOOL AS A
FACTOR IN PROFESSIONAL EDUCATION?

(See p. 141)

by Miss Harriet E. Howe of the faculty of Simmons College Library School and read by Miss Linda M. Clatworthy of the New Hampshire State Library.

The main points considered by Miss Howe were qualifications for entrance to summer schools, the training of teacher librarians, and the training of teachers

for library classes. Miss Howe's paper was discussed formally by Mr. Windsor of Illinois and Mr. Malcolm G. Wyer of Nebraska. Mr. Windsor divided his discussion under two heads, the first being qualifications for entrance, he maintaining that summer schools should abolish the paid-position or library-appointment requirement and maintain a minimum educational standard. The second point was in regard to the normal training of library-school teachers, Mr. Windsor calling attention to the experiment tried at Pratt Institute by Miss Rathbone, which had not been successful, and believing that the plan is not practical at present.

Mr. Wyer stated that he believed there had been a misconception in regard to the function of the summer school—that it is not a trying-out process but rather a successful attempt to raise standards under existing conditions in regard to salaries, limited means of support and other things

which hamper the small library and to inspire the librarians of these small libraries with some of the ideals of the profession. He believes that a change in entrance requirements may be desirable but that a plan whereby dozens of library workers with only six weeks' training and with no positions in view, would be released from these schools would be a doubtful policy.

General discussion then followed. Miss Tyler suggested that the League of Library Commissions should be consulted in regard to requirements for entrance, since commission workers are most vitally interested in the results. Mr. Sanborn stated, however, that there has been an entire shifting of the background of the summer school and that whereas it was formerly almost entirely a commission activity, it is now a regular part of the curriculum of the college and university summer school.

Miss Downey, Miss McCullough, and Mr. Reece also took part in this discussion, the general sentiment being that libraries and library instruction agencies in general should continue to raise educational standards and requirements.

Miss Alice S. Tyler then read the REPORT OF THE A. L. A. COMMITTEE ON LIBRARY TRAINING.

Various phases were considered in this report and have been investigated as follows:

Library instruction in normal schools, Mr. W. G. Wyer.

Status of library instruction by correspondence, Miss Clara F. Baldwin.

Cumulative course in library training at Chautauqua, Miss Sarah C. N. Bogle.

Summer library schools, Mr. Henry N. Sanborn.

Training for special library work in library schools, Miss Louise B. Krause.

Miss Tyler asked Miss Krause to summarize her report and the latter did so, raising the question as to the advisability of some definite business or technical training for special librarianship in addition to regular library training.

Miss Kostomlatsky of the Portland Library Association then spoke on two points on which she and Miss Isom had agreed and about which she wished to voice Miss Isom's beliefs. The first was the failure of the library schools to give any instruction in the social relations of the modern public library or to attempt to awaken social consciousness in the beginning library worker. The second was that library-school instructors should take in turn a year's leave of absence and work in a public library where they would come in direct contact with the public and deal with the social problems of the library.

Then followed reports from library schools and training classes in regard to new or unusual features in their respective courses. Letters were written to sixteen library schools and to thirteen public libraries which conduct training classes, replies being received from nine library schools and from ten public libraries. Brief general discussion then followed.

The following officers were elected for the ensuing year: Chairman, Mr. Ernest J. Reece, director of the Library School of the New York Public Library; vice-chairman, Miss Julia Hopkins, director of the Training Class of the Brooklyn Public Library; secretary, Mr. W. J. Hamilton, secretary of the Indiana Library Commission.

RENA REESE,
Secretary.